

Standard 6-1: The student will demonstrate an understanding of the transition of humans from nomadic life to settled life in the cradles of civilization.

6.1.1 Analyze the hunter-gatherer communities in regard to their geographic, social, and cultural characteristics, including adaptation to the natural environment.
(G, H)

Taxonomy Level: B 4 Analyze/Conceptual Knowledge

Previous/future knowledge:

This is the first time students have been taught about hunter-gatherer communities.

Hunter-gatherer communities will not be taught in subsequent courses.

It is essential for students to define hunter-gatherer communities and to be able to detail the characteristics that defined them as such. Students should be able to describe how hunter-gatherers adapted to their natural environment (example – the use of simple tools to construct shelter, hunt, and make clothes), developed technological advances (example – stone tools, the use of art to express ideas) and utilized discoveries during the Stone Age (example – fire). Students should recognize the cultural & social distinctiveness of hunter-gatherer societies (examples – the use of rudimentary language to communicate, roles of men and women). Students should be able to describe the impact of climate changes during the period and realize the value of migration as an enabling factor in societal development (example – the use of a land bridge to migrate into North America).

It is not essential for students to know the specific location of early hunter-gatherer communities (though the use of maps to illustrate migration would be appropriate). Students do not need to know the story of the iceman (Otzi), the major groups of hominid development, detailed information about cave paintings (specific locations), or the progression of language development.

Assessment guidelines: In order to measure understanding of hunter-gatherer communities, appropriate assessments require students to **differentiate** between the geographic, social, and cultural attributes of hunter-gatherer societies. Students should be asked to **distinguish** between those characteristics of pre-civilization and civilizations. It would be appropriate to have students **evaluate** the development of hunter-gatherer community attributes in connection with the natural environment. Finally it would be suitable to have students either utilize maps to **explain** and/or **analyze** migratory patterns of hunter-gatherers.